## DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE - Alignment Chart

### GRADE KINDERGARTEN

**Common Core State Standards Initiative – English Language Arts**

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### College and Career Readiness Anchor Standards for Reading

#### Key Ideas and Details

- **A.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **A.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **A.R.3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

- **A.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **A.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **A.R.6** Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

- **A.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **A.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **A.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range and Level of Text Complexity

- **A.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

### Reading Standards for Literature

#### Key Ideas and Details

- **RL.K.1** With prompting and support, ask and answer questions about key details in a text.
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<td>RL.K.2</td>
<td>With prompting and support, retell familiar stories, including key details.</td>
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<tr>
<td>RL.K.3</td>
<td>With prompting and support, identify characters, settings, and major events in a story.</td>
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**Craft and Structure**

| RL.K.4 | Ask and answer questions about unknown words in a text. |  |
| RL.K.5 | Recognize common types of texts (e.g., storybooks, poems). |  |
| RL.K.6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |  |

**Integration of Knowledge and Ideas**

| RL.K.7 | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |  |
| RL.K.8 | (Not applicable to literature) |  |
| RL.K.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |  |

**Range and Level of Text Complexity**

| RL.K.10 | Actively engage in group reading activities with purpose and understanding. |  |

**Reading Standards for Informational Text**

**Key Ideas and Details**

| RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |  |
| RI.K.2 | With prompting and support, identify the main topic and retell key details of a text. |  |
| RI.K.3 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |  |

**Craft and Structure**

| RI.K.4 | With prompting and support, ask and answer questions about unknown words in a text. |  |
| RI.K.5 | Identify the front cover, back cover, and title page of a book. |  |
| RI.K.6 | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |  |
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## Integration of Knowledge and Ideas

- **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.
- **RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## Range and Level of Text Complexity

- **RI.K.10** Actively engage in group reading activities with purpose and understanding.

## Reading Standards: Foundational Skills

### Print Concepts

- **RF.K.1** Demonstrate understanding of the organization and basic features of print.
  - **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
  - **RF.K.1b** Recognize that spoken words are represented in written language by specific sequences of letters.
  - **RF.K.1c** Understand that words are separated by spaces in print.
  - **RF.K.1d** Recognize and name all upper- and lowercase letters of the alphabet.

### Phonological Awareness

- **RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - **RF.K.2a** Recognize and produce rhyming words.
  - **RF.K.2b** Count, pronounce, blend, and segment syllables in spoken words.
  - **RF.K.2c** Blend and segment onsets and rimes of single-syllable spoken words.
  - **RF.K.2d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
  - **RF.K.2e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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¹ Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.
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## Phonics and Word Recognition

- **RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- **RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- **RF.K.3c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **RF.K.3d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## Fluency

- **RF.K.4** Read emergent-reader texts with purpose and understanding.

## College and Career Readiness Anchor Standards for Writing

### Text Types and Purposes

- **A.W.1** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- **A.W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **A.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production and Distribution of Writing

- **A.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **A.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **A.W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build Knowledge

- **A.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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<td><strong>A.W.8</strong></td>
<td>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td>
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<tr>
<td><strong>A.W.9</strong></td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td><strong>Range of Writing</strong></td>
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<tr>
<td><strong>A.W.10</strong></td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
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<td><strong>Text Types and Purposes</strong></td>
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<tr>
<td><strong>W.K.1</strong></td>
<td>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <em>My favorite book is...</em>).</td>
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<tr>
<td><strong>W.K.2</strong></td>
<td>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
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<tr>
<td><strong>W.K.3</strong></td>
<td>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</td>
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| **Production and Distribution of Writing** |                                                                 |
| **W.K.4**            | (Begins in grade 3)                                                                 |
| **W.K.5**            | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| **W.K.6**            | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |

| **Research to Build Knowledge** |                                                                 |
| **W.K.7**            | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |
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<tr>
<td>W.K.10</td>
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## Range of Writing

| W.K.10 | (Begins in grade 3) |        |

## College and Career Readiness Anchor Standards for Speaking and Listening

### Comprehension and Collaboration

- **A.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **A.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **A.SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

- **A.SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **A.SL.5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **A.SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Writing Standards

### Comprehension and Collaboration

- **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.1a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
## GRADE KINDERGARTEN

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#### Unit 1
- SL.K.1b Continue a conversation through multiple exchanges.

#### Unit 2
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### Unit 3

### Presentation of Knowledge and Ideas
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### College and Career Readiness Anchor Standards for Language

#### Conventions of Standard English
- A.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language
- A.L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Vocabulary Acquisition and Use
- A.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- A.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
## Digital Literacy and Citizenship in a Connected Culture

### Grade Kindergarten

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#### Language Standards

**Conventions of Standard English**

- **L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.K.1a** Print many upper- and lowercase letters.
- **L.K.1b** Use frequently occurring nouns and verbs.
- **L.K.1c** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- **L.K.1d** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- **L.K.1e** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- **L.K.1f** Produce and expand complete sentences in shared language activities.
- **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.K.2a** Capitalize the first word in a sentence and the pronoun I.
- **L.K.2b** Recognize and name end punctuation.
- **L.K.2c** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- **L.K.2d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

#### Knowledge of Language

- **L.K.3** (Begins in grade 2)

#### Vocabulary Acquisition and Use

- **L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **L.K.4a** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- **L.K.4b** Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- **L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.
- **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.